

SEX AND RELATIONSHIPS EDUCATION POLICY (311PS)

Including **EYFS** and **Prep School** highlighted in blue

1. Context

This Sex and Relationships Education Policy forms a fundamental part of our approach to providing excellent educational provision and pastoral care to *all* pupils, including young people who may be over the age of 18 years. This policy has relevance for all staff, not only specialists, as well as for visitors, pupils, parents and governors.

Key Documents with which this policy is in accordance:

- The Education Act 1996
- The Education Act 2002
- The Learning and Skills Act 2000,
- The Children Act 2004,
- The Education and Inspections Act 2006,
- The Equality Act (Sexual Orientation) Regulations 2007,
- The DCSF SRE draft guidance 2010
- Relationships and sex education (RSE) and health education 2019
- The Healthy Schools standards

It has been developed through consultation with teachers, pupils, parents and governors and is to be understood and implemented in relation to the following documents:

- Anti-bullying Policy
- Confidentiality statement (Appendix 1)
- HIV and AIDS statement
- Cyber Bullying Policy
- Equality and Diversity Policy
- Health and Safety Policy
- Safeguarding Policy
- Special Educational Needs Policy
- Supervision of Children Policy

Aims and Objectives

Effective sex and relationship education is essential to the wellbeing of young people. It provides them with support through the challenges of physical, emotional and moral development helps them to keep sexually healthy and emotionally safe and enables them to make informed choices about living independent lives within the context of loving, rewarding and responsible relationships with others (DCSF SRE draft guidance 2010 section 1.3 and 1.4)

To this end Sutton High School aims for pupils to:

- learn about relationships, including feelings and values
- build personal self-esteem and show respect for others
- learn about taking on responsibility for themselves and others
- understand the importance of stable relationships as key building blocks of the community and society

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- receive information about contraception, safe sex and how they can access further information
- make informed and sensible decisions about their own sexual behaviour.

Information will be delivered in a clear, factually accurate, age-appropriate and accepting manner (DCSF SRE draft guidance 2010 section 2.1), which enables young people to learn independently and holistically and to contribute fully. Sex and relationships education will teach young people to develop the following values, attitudes, personal and social skills, and to increase their knowledge and understanding to make informed decisions and life choices (DCSF SRE draft guidance 2010 section 2.2):

Attitudes and Values

Young people will:

- Learn about the values of family life and stable relationships
- Learn the value of respect, love and care
- Explore, consider and understand moral dilemmas

Personal and Social Skills

Young people will:

- Learn to manage emotions and relationships confidently and sensitively
- Develop self-respect and empathy for others
- Learn to make choices based on understanding of differences and with the absence of prejudice
- Develop the ability to understand the consequences of their decisions and actions, and to manage conflict

Knowledge and Understanding

Young people will:

- Gain information about healthier, safer lifestyles
- Gain information about physical development
- Gain information about emotions, relationships and reproduction

Please see appendix 1 for a summary of the learning outcomes of sex and relationships education at Sutton High School, as recommended by OFSTED.

2. Curriculum and Content

In accordance with the Education Act 2002, Sutton High School provides a curriculum which:

“promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life” (Section 78)

Sex and relationships education is delivered across key stages and made accessible to all pupils, regardless of ability (DCSF SRE draft guidance 2010 section 2.3), through the statutory requirements of the National Curriculum Science Order (Biology) and through well planned PSR lessons (PSHCE), as well as through structured, reflective work undertaken in Religious

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Studies. In addition, the School Welfare Officer and the Counsellor are available to give information, guidance, advice and counselling.

Please refer to the PSHE policy for a summary of the learning programme for sex and relationships education.

3. Organisation and planning

The Deputy Head Pastoral is responsible for co-ordinating the policy and curriculum content and will work alongside the Head of Biology, Head of PSR (Personal and social responsibility) and Head of Religious Studies to do so.

The Welfare Officer and Counsellor will also be invited to participate and will be kept abreast of the curriculum content.

In the Prep School the PSHE co-ordinator is responsible for co-ordinating the policy, supported by the PSLT.

Other agencies and visiting speakers may be invited to make a contribution to the programme (DCSF SRE draft guidance 2010 section 3.10) and will be made fully aware of this policy and linked documents e.g. those relating to safety, welfare and confidentiality. No visitor will work with pupils without the presence of a qualified teacher.

Sex and relationships education will be taught in both tutor groups and mixed ability classes across key stages 3 and 4 and differentiation will be built into schemes of work to ensure that the educational and emotional needs of all pupils are met.

4. Teaching and Resources

Sex and relationships education will be taught by specialist members of staff who are confident in the handling of the sensitive subject material with which they are engaging. Teachers recognise that sex and relationships education is

“lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.”

They also recognise that sex and relationships education:

“...is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.”

(Sex and Relationships Education Guidance ref DfEE 0116/2000)

In accordance with the school's Teaching and Learning policy, the teaching of sex and relationships education will:

- Demonstrate good subject knowledge which inspires confidence in learners
- Foster positive relationships between teacher and pupil
- Challenge learners and creates opportunities to develop and extend talents in and beyond the classroom
- Enable learners of all abilities and needs to make appropriate progress

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- Follow the content of the schemes of work and, where relevant, the assessment framework
- Deploy a range of teaching strategies and resources to engage all learning styles

Teaching strategies include using interactive learning methods that support participation and encourage reflection; establishing ground rules, and responding to/being conscious of pupils existing knowledge and experience (DCSF SRE draft guidance 2010 section 3.7).

The school acknowledge that the effective teaching of SRE, within the Life Skills framework, requires particular skills and expertise. Staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD (DCSF SRE draft guidance 2010 section 5.2).

Sex and relationships education lessons and resources will be reviewed by staff and pupils as a part of the school's ongoing commitment to the monitoring, evaluation and assessment process which encourages reflective, good practice (DCSF SRE draft guidance 2010 section 3.2, 3.8 and 3.9). The review will be led and recorded by the Assistant Head Pastoral (DCSF SRE draft guidance 2010 section 5.1).

Prep School

Including EYFS

Sex and Relationships Education is rooted in the framework for PSHE and the framework for PSED for EYFS and aspects are also taught in Science lessons.

These are the key issues for primary school children.

- to be able to name body parts and describe how their bodies work
- to develop effective relationships through building confidence in talking, listening and thinking about feelings and relationships.
- to assume greater personal responsibility and be able to protect themselves.
- to be prepared for physical and emotional changes at puberty

At Sutton High Prep School, we believe that the responsibility for sex education is a shared role between parents and school. Parents are invited into school or to a Zoom meeting to listen to and view the material that will be presented and discuss the information which will be shared with their daughters.

At Sutton High Prep School, we recognise that this is not just about biological fact and aim to ensure that information is delivered with understanding and sensitivity.

Aims of Relationships and Sex Education

- to promote the spiritual, moral, cultural, mental and physical development of pupils
- to complement and support the work of parents
- to prepare pupils to cope with the physical and emotional challenges of growing up
- to give pupils an elementary understanding of human reproduction
- to support the personal and social development of all pupils
- to understand the characteristics of positive, healthy relationships.
- to support emotional and mental wellbeing
- to offer balanced and factual information appropriate to the age and maturity of the pupils, acknowledging the moral, religious and ethical issues involved

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Objectives of Relationships and Sex Education at Sutton High Prep School

- to recognise the value of loving and caring relationships and the characteristics of healthy family life
- to recognise that other families sometimes look different from theirs, but that they should respect those differences and know that other children's families are also characterised by love and care
- to discover what pupils know, understand, think and feel and identify their needs
- to recognise that healthy friendships are respectful, positive and welcoming towards others, and do not make others feel lonely or excluded
- to create a programme for progressive and differentiated learning which caters for pupils' needs and is sensitive to individuals and groups
- to encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary for all parts of the body and encourage positive attitudes to all bodily functions
- to generate an atmosphere where questions and discussions on sexual matters can take place without embarrassment
- to counteract misunderstanding of how the body functions
- to enable pupils to accept variation in rates of growth and development (physical, emotional, social) and in ages when puberty or social activities commence
- to provide constant reassurance that change is part of the life cycle and to give help in adjusting to these changes

How is Sex Education taught?

Some aspects of sex education are delivered through cross-curricular topics or in timetabled PSHE and Science lessons.

Teaching groups vary from class, small groups or individuals according to the sensitivity of subject matter and individual personal needs. In Years 4, 5 and 6 SRE is taught in class groups or year groups. Teachers respond to pupils' questions as and when they arise.

In Years 4, 5 and 6 'Growing Up Talks' are presented by the Senior School Lead Coordinator of PSHE/ PSR. A presentation to Year 6 parents is shared beforehand with time for consultation and questions. In Year 4, the talk 'Me and My Body' focuses on their changing bodies and puberty. In Year 5, the talk 'My Body, Expression and Identity' focuses on body confidence, expression of who they are, personal boundaries and consent. In Year 6, the talk 'Bumps and Babies' focuses on romantic relationships and introduces sex education. Answers to their questions and meanings of sensitive words are explained in a sensible and factual manner appropriate to the age of the children.

Planning and Assessment

Long term, medium term and short term planning documents show knowledge covered by the schemes of work based on school guidelines.

Teachers assess the girls' understanding in SRE by making informal judgments as they observe them during lessons.

What is taught in Sex Education?

See PSHE Schemes of work written by PSHE Association

<https://www.pshe-association.org.uk/>

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The teaching of all sex education is set within a clear, balanced, sensitive and moral framework in which pupils are encouraged to consider the importance of respect for self and others, acceptance of responsibility and sensitivity.

Knowledge, skills and understanding.

- to understand physical development at the appropriate stage
- to develop self-respect and understanding of the opinion of others
- to learn to manage relationships
- to learn to make informed choices
- to make choices with an absence of prejudice
- to appreciate and manage results of choices
- to learn the value of respect, love and care
- to explore and consider moral values

Curriculum coverage: EYFS and KS1

- to know and understand that they have some control over their actions and bodies
- to know and understand the ways in which they are like and different from others
- to know and understand that humans, animals and plants can reproduce
- to know and understand the needs of babies and young people
- to be aware that their feelings and actions have impact on others
- to recognise the main external parts of the bodies of humans
- to have considered the similarities and differences between people
- to know and understand that families are special for caring and sharing
- to know and understand about safe places to play and safe people to be with
- to be able to identify and talk with someone they trust
- to be able to identify and share their feelings with others

Key Stage 2 Lower Preps Year 3 and Year 4

- to know and understand about keeping themselves safe when involved with risky activities
- to be able to respect other people's viewpoints and beliefs
- to be able to recognise their own worth and identify positive things about themselves
- to listen and support their friends and manage friendship problems
- be able to express opinions; for example, about relationships and bullying
- to discuss moral questions
- to identify adults they can trust and who they can ask for help
- to be confident in a wide range of new situations, such as seeking new friends
- to have considered why being different can provoke bullying and why this is unacceptable
- to have considered the need for trust and love in established relationships
- to understand the changing emotions with friends and family and be able to express their feelings positively
- to recognise the pressure of unwanted physical contact and know ways of resisting it

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- to have considered the diversity of lifestyles
- to know and begin to understand how the media impacts on forming attitudes

KS2 Upper Preps Year 5 and Year 6

- to know and understand why being different can provoke bullying and know why this is unacceptable
- to know and understand that the life processes common to humans and other animals include growth and reproduction
- to know and understand about the main changes of the human life cycle including menstruation
- to know and understand that the human life processes common to humans and other animals include growth and reproduction
- to know and understand about keeping themselves safe when involved in risky activities
- to have considered others' points of view including their parents or carers
- to listen and support their friends and manage friendship problems
- to recognise their own worth and identify positive things about themselves
- to respect other people's viewpoints and beliefs
- be confident in a wide range of situations, such as seeking new friends
- to recognise the need to balance the stresses of life in order to promote their own well-being
- to recognise the pressure of unwanted physical contact and know ways of resisting it
- to identify adults they can trust and who to ask for help
- to have considered the diversity of values and customs in the school and in the community
- to gain an understanding of life cycles including the main stages of human life

Equal Opportunities

Children have equal access to the sex education curriculum unless specifically withdrawn from this provision by their parents.

In line with the equal opportunities provision in the PSHE policy we:-

- Actively promote non-sexist language
- Discuss issues of equal opportunities
- Develop a positive attitude to variety and difference

Extra care will be taken to ensure sensitivity is shown towards children whose maturity, experience of family life, sexual knowledge and moral framework is a cause of concern.

Monitoring the Sex Education Policy

The PSHE co-ordinator will have responsibility to monitor the effectiveness of the planning and organisation of sex education.

The SRE policy of Sutton High Prep School will be reviewed and updated yearly.

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5. Dealing with Sensitive Issues

Teachers will use their professional judgement to answer pupil questions appropriately (DCSF SRE draft guidance 2010 section 4.2). In situations where it is felt that a question infringes personal boundaries, pupils will be advised to speak to their parents or carers, another member of staff or, if deemed appropriate, advised as to where they may be able to access the information they require.

Through their subject specialism and through the provision of CPD to satisfy identified training needs, teachers will be in a position to anticipate and respond appropriately to issues relating to

- Religious belief
- Homophobia
- Teenage pregnancy
- Inclusion of pupils with learning difficulties/disabilities

Should teachers have concerns about particular issues arising, they should approach and will be supported by the Assistant Head Pastoral (Prep) and Deputy Head Pastoral (Senior).

6. Parents and Carers

The school will ensure that parents / carers

- have access to the policy and information relating to its practice
- are encouraged to talk to their children about issues relating to sex and relationships
- are provided with support to undertake such conversations
- are involved in the review of policy relating to sex and relationships education

7. Implementation of Policy

The full policy will be made available to all parents when their child enters the school.

Under the Education Act 1996, parents have the right to withdraw their daughter from all or part of the sex and relationship education provided by Sutton High School, except for those parts which are included in the statutory National Curriculum.

Any parents or carers expressing concerns will be invited into to school for discussions with the Head and teachers responsible for delivering the programme, and to view materials and resources.

Should they still decide to exercise their right to withdraw, school will remind parents or carers of their obligation to provide alternative sex and relationships education at home, using information available from the DfE. The appropriate Assistant Head will make arrangements for the setting of alternative work and the supervision of the pupil concerned during timetabled sex and relationships lessons.

8. Monitoring and Review

Sex and Relationships Education and its policy are reviewed annually by the Deputy Head Pastoral, in consultation with the Head of Biology, the Head of PSR and the Head of Religious Studies, and in the Prep School by the PSHE coordinator and Assistant Head Pastoral. In addition, pupils and parents are invited to review and offer feedback on the policy (DCSF SRE draft guidance 2010 section 3.2, 3.8 and 3.9).

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Appendix 1

CONFIDENTIALITY STATEMENT **(DCSF SRE draft guidance 2010 section 4.3)**

Aim

To ensure that all members of the school community understand their respective roles in relation to confidentiality

Pupils

The school will ensure that pupils:

- know that teachers cannot offer unconditional confidentiality
- are reassured that their best interests will be maintained
- know that if confidentiality has to be broken, they will be informed first and then supported as appropriate
- are encouraged to talk to their parents or carers and are provided with support to do so
- are informed of alternative sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice centre
- are given the opportunity to negotiate a Group Agreement for lessons where sensitive issues may arise. This Agreement should be behaviour focused and implementation should be consistent and rigorous.

Parents/carers

The school will ensure that parents / carers

- are fully informed of the school's policy and practice
- understand the school's policy in relation to confidentiality

Staff

The school will ensure that staff understand:

- the school's policy in relation to confidentiality;
- that they cannot offer unconditional confidentiality to pupils;
- the boundaries agreed by the school in relation to sensitive issues;
- the agreed procedure for recording and reporting disclosures and the nature of access to this information.

Specialist Agency Involvement

Outside agencies working with the school will work within the agreed framework for Agency Involvement.

Outside the teaching situation, health professionals such as school nurses can give one-to-one advice or information to a pupil on a health related matter and exercise their own professional judgement as to whether young people have the maturity to consent to medical treatment. (The criteria for making such a decision can be found in the Fraser guidelines). Any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment.

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Boundaries

The following has been agreed by school staff:

- If there is any possibility of abuse, school's child protection procedure should be followed.
- If a pupil discloses information at an inappropriate time or place, the teacher should talk again individually to the pupil before the end of the school day.
- If the teacher is unclear about the seriousness of the disclosure, it is important to try to clarify the issue with a trusted colleague, without giving the name of the pupil, before deciding to share the information

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